



Lifelong Learning Programme



Q4i  
Quality for Innovation in European Schools  
Project N°: 527906-LLP-1-2012-1-ES-COMENIUS-  
CMP

## **D1.3 Piloting Report – Romania**

**- FINAL -**

**Final Version (FiaTest)**

**February 2015**

## 1. GENERAL DATA

In Romania, the piloting process included 6 Workshops divided in 3 Phases:

1. Definition phase: Self-Assessment, defining goals and improvement opportunities
2. Achievement phase: Sharing experiences and support to innovation processes
3. Evaluation phase: appreciating achievements

FiaTest invited 22 potential schools to participate in piloting phase. 11 schools have answered to our invitation and we had a first meeting to illustrate all the aspects of the piloting process.

The participants were informed about the project: time frame, objectives, partnership, purpose, Q4i Model, Piloting Phase in Romania.

At first, four schools decided to be involved in the process. These are:

- Gymnasium School "Ferdinand I" Bucharest
- Gymnasium School "Sfanta Mucenita Filoteea" Pitesti;
- Technical College "Henry Coanda", Bucharest;
- Gymnasium School "128" Bucharest

At mid-September the fifth school - Gymnasium School "195" Bucharest – agreed to participate in the piloting process.

The general data about the schools involvement are the following:

No of schools involved:	5
No of head teachers involved:	5
No of teachers involved:	28
No of different school classes involved:	15+
No of pupils / students involved:	500+
No of parents involved:	22
No of peers involved:	0
No of external supporters involved:	Volunteers; parents;
No of learning activities conducted:	30
Lengths of activities (please describe):	Activities conducted during school year 2013-2014 (3 months total length); Some of activities will be continued in the next school years
Type of schools involved:	0 % Primary , 80 % Lower Secondary (Elementary School), 20 % Upper Secondary (High school)
Location of schools involved:	100 % Urban, 0 % Rural
Socio-economic situation of the students:	0% Low , 80% Average , 20 % High

## 2. PLANNING REPORT OF SCHOOL ACTIVITY

Definition phase consisted in the following steps:

- interviewing the school staff (management and CEAC Responsible) to discover the needs and problems of the school as well as its resources;
- filling in the Self-Assessment Questionnaire (SAQ)- 3 participant schools filled in the SAQ online on Encuesta Platform and 2 participant schools filled in the SAQ during the meetings;
- FiaTest experts offered support to school staff in order to define and to develop specific Q&I objectives, considering the school context, and including all the 6 Areas of change of the Q4I Model.
- At the end of the workshop, all the aspects of the piloting process have been explained in detail and each school developed an Action Plan.

### Planning for the assessment of the objectives achievement:

In order to assess the progress in meeting the stated goals, Fiatest held monitoring sessions at schools' headquarters. The monitoring sessions consisted in discussions with school' principal and teachers involved in developing the Action Plan.

### 1. Gymnasium School "Ferdinand I" Bucharest

#### A. Characteristics

- Time: the school developed Improvement Plan with time span of 3 months – till end of school year.
- Technical or other requirements: theatrical workshop, video and audio equipment, musical instruments, Experimental art and painting workshop, Urban architecture workshop, Chess workshop, IT lab.
- Engines of change: 1. Key competences for lifelong learning; 2. The use of ICT to support learning processes; 3. Creativity and innovation attitudes and skills; 4. Inter-cultural learning skills



#### B. Main Objectives set:

- Personal and vocational development of pupils;
- Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness);

- Digital competencies development;
- Learning about basic components of other cultures

#### **D. Description:**

School's management is open to innovative opportunities which offer new chances to pupils, their parents and teachers. The management commitment in organizing new extra-curricular activities enables exercising of pupils' skills to enhance their talents.

Process goals are used to describe steps toward implementing programs, improvement of organizational practices, rolling out new curriculum, etc. Indicators of progress are: numbers of workshops on a specified program, resources purchased and distributed numbers of teachers with resources in classroom, etc.

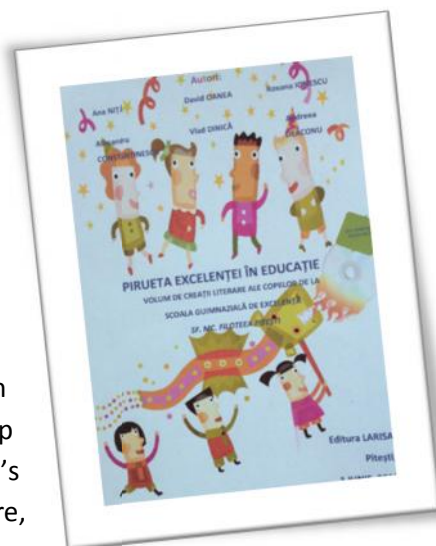
School involvement in innovative initiatives:

- Ecological initiatives: RECICLUB; Garden in schoolyard;
- ICT
- Artistic initiatives: dance workshops, theatre workshops, drum playing courses;
- Theatre and dance festivals

## **2. Gymnasium School "Sfanta Mucenita Filoteea" Pitesti**

#### **A. Characteristics**

- Time: the school developed Improvement Plan with time span of 3 months – till end of school year.
- Technical or other requirements: partnership with Psychometric and aptitude testing centre; partnerships with companies, based on identified talents of pupils; partnership with publishing companies; parents involvement in school's activities (editorial office, IT hardware and software centre, Beauty shops, first aid medical ward, bread making factory, transportation company).
- Engines of change: 3. Creativity and innovation attitudes and skills.



#### **B. Main Objectives set:**

- Personal and vocational development of pupils;

- Parents involvement in school's activities;
- Valuing creative potential of pupils.

#### ***D. Description:***

The school's management is focused on development of a set of custom values which ensure a warm homely climate, without conflictual issues and risks. These values are

promoted by school's leaders, teachers and pupils. Parents are involved in strategy development for promoting the school's values.

Teachers and their pupils are involved in voluntary initiatives, namely support programs for disadvantaged groups.

The school has educational partnerships with local authorities and companies for practical instruction of pupils, thus ensuring the contact with the labour market.

Pupils' annual results in the skills development field are promoted through the school's publication "World school of excellence".

### **3. Technical College "Henry Coanda", Bucharest**

#### ***A. Characteristics***

- Time: the school developed a medium-term Improvement Plan for the school year 2014 - 2015.
- Technical or other requirements: IT&C Lab; partnerships with Aeronautical authorities and Aviation Company.
- Engines of change: 1. Key competences for lifelong learning; 3. Creativity and innovation attitudes and skills; 4. Inter-cultural learning skills.



#### ***B. Main Objectives set:***

- Promotion of scientific aeronautical values in national and European space;
- Building an Institutional and educational Quality Culture, in order to provide the necessary knowledge, competencies, values and behaviours to enable integration of pupils in national and European labour market.
- Alignment with European requirements by recognising specific competences in aeronautical field.



#### ***D. Description:***



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The only school with aeronautical profile in Romania has partnerships developed with Romaero Băneasa, Băneasa Airport and Tarom, for the practical component of their training programs. The College has developed some new competences for training the pupils and preparing them for the labour market.

By training aviation technicians and some other specialists in this field, the College provides the labour force for aviation profile companies.

The college has a partnership with Junior Achievement Romania for online trainings. The College is part of Educational Community Junior Achievement Romania, with a strong presence in its programs and events.

The College is involved in scientific events, in partnership with Education Ministry, Romanian Mathematical Sciences Society and Astronomical Institute of Romanian Academy.

## 4. Gymnasium School "128" Bucharest

### A. Characteristics

- Time: the school developed a medium-term Improvement Plan for the school year 2014 - 2015.
- Technical or other requirements: video and audio equipment, AeL (Advanced eLearning) lab; documentary materials.
- Engines of change: 1. Key competences for lifelong learning; 2. The use of ICT to support learning processes; 3. Creativity and innovation attitudes and skills.



### B. Main Objectives set:

- Diversifying the curriculum through involvement of pupils in extracurricular activities;
- Development and improvement of digital competencies for pupils and teachers;
- Development of Key competences for a successful educational path.

### D. Description:

The school is focused on improvement of academic performance and development of some extracurricular activities, in order make its educational offer more attractive.





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The pupils are actively involved in projects and programs with specific topics such as: healthcare, environmental protection, fight against drugs and violence in school. The partnerships with NGOs enable the school teachers to involve a large number of pupils in diverse programs that lead to a balanced growth.



The school has developed some special educational programs, such as:

- Sporting training courses (basketball, tennis, karate);
- Initiation dancing courses;
- Cambridge English training courses.

Annually, the school organizes "Open doors day" event. This year event had the following topics:

- Perspectives in involving parents and community in school's life;
- Educational curriculum in the context of pupil orientation; how to manage the preparatory school year and first grade educational program
- Parents expectations and school's exigencies.

## 4. Gymnasium School "195" Bucharest

### A. Characteristics

- Time: the school developed a medium-term Improvement Plan for the school year 2014 - 2015.
- Technical or other requirements: Financial resources (sponsorship); Teaching materials (books, exercise books in German language, multimedia, etc)
- Engines of change: 1. Key competences for lifelong learning; 3. Creativity and innovation attitudes and skills.

### B. Main Objectives set:

- Development of linguistic competences
- Enhancement of awareness on environmental protection and social responsibility





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#### **D. Description:**

The school prestige is due mostly to teachers' valuable competences and to excellent results obtained by pupils at different school competitions. The school is affiliated to **UNESCO** since 1999 and in 2012 gained the title of European School – in a national competition recognized by European institutions, held

annually by the Romanian Education Ministry. The projects and programs organized by the School involve teachers, pupils and parents which work together as a team.

Through its projects and programs, the school intends to:

- Develop pupils' abilities to use English, French and German languages as means of communication;



- Develop pupils' social abilities;
- Develop pupils' abilities to use informational and communicational technologies, by providing them access to Internet in school.

The school has several partnerships with different Museums (National Art Museum, Romanian Peasant Museum, etc.), with City Hall and School Inspectorate for thematic activities.

Pupils results are promoted at school level (through exhibitions, school brochure and presentation stand) and at district and city level, through participation in different educational fairs.

### **3. IMPLEMENTATION AND ASSESSMENT REPORT OF SCHOOL ACTIVITY**

#### **A. Characteristics**

- **Members of the school community involved**

Educational ideal is the formation and integral development of the pupil's personality. Achieving this ideal can't be conceived without a strong link between the three pillars that underpin the quality of lifelong learning. These pillars are: **school, family, community** - three main sources for the development and education of pupil's personality.

In the first meeting FiaTest experts presented the project to the School Principal and to the school team. After that meeting named **Discovering the school**, the School Principal invited teachers, pupils,



parents, volunteers, representatives of authorities to be involved and to offer support to achieve the goals of the School Action Plan developed within Q4i project.

Thus, the implementation of Action Plans within the piloting process of the Q4i Model, contributed to increase the educational partnership FAMILY - SCHOOL - COMMUNITY, involving a number of teachers, pupils, parents, volunteers, local authorities, business companies, NGOs.

- **Related subjects / area of school life**

The list of main subjects developed in the School Action Plans, is presented below:

- ★ **Personal and career planning** - *the educational aim* - To enable pupils to make and carry out plans designed to develop their potential and help them integrate into adult society.
- ★ **Environmental Awareness** - *the educational aim* - To encourage pupils to develop an active relationship with their environment while maintaining a critical attitude toward natural resources consumption and the exploitation of the environment; Construction of a viable environment based on sustainable development, Responsible use of goods and services.
- ★ **Citizenship and Community Life** - *the educational aim* - To enable pupils to take part in the democratic life of the classroom or the school and develop an open attitude to the world and respect for diversity.
- ★ **Education through art** - *the educational aim* - To encourage pupils to express their feelings and knowledge through art (music, theatre, movie, games, painting,) in order to provide their personal and vocational development;
- ★ **Multiculturalism Awareness** - *the educational aim* – To encourage pupils to discover basic components of other cultures.

## **B. Implementation & C. Assessment**

- **Difficulties or problems**

The School's encountered some difficulties in the implementation phase, as follows:

- ★ Lack of interest from institutions to engage in a practice formative education program for pupils
- ★ Limited capacity to adapt the educational system to the actual needs of labour market
- ★ Limited financial and material resources
- ★ Limited vision on the long terms benefits for the school
- ★ Insufficient number of staff employed in education system
- ★ Insufficient involvement and awareness of local partners

- ★ The assessment instrument was difficult to be applied for a short period of implementation.

- **Amendments to the original planning**

Four schools decided to be involved in the process from the beginning of the piloting process: Gymnasium School "Ferdinand I" Bucharest, Gymnasium School "Sfanta Mucenita Filoteea" Pitesti, Technical College "Henry Coanda", Bucharest, Gymnasium School "128" Bucharest. At mid-September the fifth school - Gymnasium School "195" Bucharest – agreed to participate in the piloting process.

Those schools who developed a **short term Action plan** have been very productive, with a very clear and transparent structure, and that can be measured quite easily. This approach help them to get used working with action plans and to establish other actions with a longer term.

When institutions are considering their **long term Action plans**, the original planning has been reviewed for the school year 2014- 2015. But this instrument can be an excellent way of preparing and achieving the goals sets and can be used as valuable input for the future strategy of the school. This approach can also help the school team to get used to working with plans that usually have longer term goals.

- **Suggestions for improvement**

- ★ A larger period of time assigned for the piloting phase in schools;
- ★ The Q4i Model could be promoted at the local or regional level with support of authorities otherwise it will be another initiative in this filed without continuity
- ★ This tool helps the school to enhance the quality of teaching, to increase people's self-confidence and to be able to benchmark against good practices from other schools.
- ★ The Innovation process developed within the project help the school to establish a roadmap to progress, but there are schools which have other interests besides the 4 engines mentioned in the project: Key Competences; Information & Communication Technologies; Creativity & Innovation; Intercultural Learning Skills
- ★ In general, the concepts of Creativity and Innovation, ICT and Key competences are well known at the school level but they are not integrated into the school's Strategic planning. Without a strategy to trace achievements, the direction the implementation of these actions remains limited to some initiatives and in just a few cases there will be continuity.

#### ***D. Development and integration into school life***

- The good point of this process was "Setting goals by working together" - a first step into improving goals, and this should be integrated into school life.
- In Romania, we can give the following examples regarding development and integration in the school life:

- ★ School Ferdinand I: decided to continue the initiative by introducing new activities and continuing the successful ones – e.g. "Urban Architecture" (through a partnership with the KOMUNITAS NGO); personal development of teachers through a partnership with a NGO – "Bugetarii veseli" – and with Hewlett Packard; 2 practical activities in environmental protection field – one named "Permaculture – Schoolyard Garden", the other named "Oily man" – recycling waste oil collected from households; making recycled paper.
- ★ School "Sfanta Mucenita Filoteea" Pitesti: through a partnership with local TV Station, the pupils will design and deliver every week a half hour documentary named "From School life"; new themes developed in new fields – Fashion Design, Canto, Financial and banking Management, Communication and Journalism; Through a partnership with the local Theatre, the pupils will be trained in theatrical art and will assist to actors's repetitions.

#### 4. SELF ASSESSMENT QUESTIONNAIRE

Three out of the five participant schools filled in the SAQ online on Encuesta Platform and 2 participant schools filled in the SAQ during face-to-face meetings with FiaTest experts.

FiaTest has sent all necessary information, with calculations, on MS-EXCEL form developed by Menon.

We attach to this report the two SAQs completed by School 128 and School 195.



Q4i SAQ  
School128.pdf



Q4i SAQ School  
195.pdf

## 5. ANNEX 1. SUPPORT TABLES

**TABLE 3. IMPROVEMENTS, ENGINES AND SCOPES)**

	IMPROVEMENT	ENGINES OF CHANGE <sup>1</sup>	SCOPE <sup>2</sup> (WHERE THE IMPROVEMENT WILL TAKE PLACE)	TARGET GROUP / EDUCATIONAL LEVEL
Gymnasium School "Ferdinand I" Bucharest				
1	Personal and vocational development of pupils;	CREATE	ADCM	Pupils – preparatory school year
2	Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness)	COMP	APFO	Pupils – Elementary school
3	Digital competencies development	ICT	ADCM	Pupils – Elementary school
4	Learning about basic components of other cultures	CULT	ADCM	Pupils – Elementary school
Gymnasium School "Sfanta Mucenita Filoteea" Pitesti				
5	Personal and vocational development of pupils	CREATE	ADCM	Pupils – Elementary school
6	Parents involvement in school's activities		ACOM	Pupils – Elementary school, Parents
7	Valuing creative potential of pupils		ADCM	Pupils – Elementary school, Teachers
Technical College "Henry Coanda" Bucharest				
8	Promotion of scientific aeronautical values in national and European space	CREATE	ADCM	Pupils – High school Teachers
9	Building an Institutional and educational Quality Culture, in order to provide the necessary knowledge, competencies, values and behaviours to enable integration of pupils in national and European labour market.	COMP	ADCM	Pupils – High school Teachers Industrial companies



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	IMPROVEMENT	ENGINES OF CHANGE <sup>1</sup>	SCOPE <sup>2</sup> (WHERE THE IMPROVEMENT WILL TAKE PLACE)	TARGET GROUP / EDUCATIONAL LEVEL
10	Alignment with European regulatory requirements through acknowledgment of specific competencies in aeronautical field.	COMP	ADCM	Pupils – High school
11	Promotion of intercultural and multilingual education as priorities in a modern pedagogical and educational approach.	CULT	ADCM	Pupils – High school Teachers
<b>Gymnasium School "128" Bucharest</b>				
12	Diversifying the curriculum through involvement of pupils in extracurricular activities	CREATE	ADCM	Pupils – Elementary school
13	Development and improvement of digital competencies for pupils and teachers	ICT	ADCM, APFO	Pupils – Elementary school Teachers
14	Development of Key competences for a successful educational path.	COMP	ADCM	Pupils – Elementary school
<b>Gymnasium School "195" Bucharest</b>				
15	Development of linguistic competences	COMP	ADCM	Pupils – Elementary school
16	Enhancement of awareness on environmental protection and social responsibility	CREATE	ACOM	Pupils – Elementary school Teachers Community

Note:

<sup>1</sup> **ENGINES OF CHANGE:** COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

<sup>2</sup> **SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE):** ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

## 6. ANNEX 1. SUPPORT TABLES – TABLE 3. DESCRIPTION AND IMPROVEMENTS PLANNING)

DESCRIPTION AND IMPROVEMENTS PLANNING in Romanian Schools

No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
1.	Personal and vocational development of pupils	Development of non-formal teaching in preparatory class	Building an educational theatre team	Decors theatrical costumes	- Recording new vocabulary words - Observing easiness in oral speech	May 2 2014	Finalized. Will be continued in the next school year
			Organization of an educational theatre pilot workshop			May 31 2014	Finalized. Will be continued in the next school year
2.	Development of aesthetic and civic abilities for pupils	Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness)	Organization of a series of reading circles named „Childhood books“	Books for children Human resources	- Recording the total of read books	June 15 2014	Finalized. Will be continued in the next school year
			Making of the School Magazine „Soul of an elf“	camera recorder office supplies IT equipment	- publication of pupils written articles, stories and pictures from extracurricular activities	June 15, 2014	5 publications edited so far. Will be continued – one school magazine every month
			Building a non-conventional music band named „Barbarossa Junior“	Musical instruments (drums) Rehearsal room	Observing behaviour changes of pupils	May 31 2014	Finalized. Will be continued in the next school year – more pupils to be involved
			Development of experimental painting and art workshop	Painting and art materials	- Recording pupils' capability to express themselves through visual arts	June 20 2014	Finalized. Will be continued in the next school year

No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
			Urban architecture	Multimedia equipment	Organization of urban education workshops	June 20 2014	Finalized. Will be continued in the next school year – with support from Komunitas (NGO)
			Chess workshops	Chessboards Play rooms	Chess competitions among school pupils	June 20 2014	Finalized. Will be continued in the next school year
3.	Development of Digital competences	Digital competences development for pupils	Initiation training course in programming	IT equipment software	- Observing application of digital competences	June 20 2014	Finalized. Will be continued in the next school year
4.	Promotion of multiculturalism awareness	Learning about basic components of other cultures	Integration of pupils coming from different cultural environments (e.g. refugee children and their mothers) in school activities	Teaching materials	- observing pupils' acceptance capability (in terms of culture, religion etc.) of members coming from different communities	June 20 2014	Finalized. Will be continued in the next school year
			Training sessions on global problems – e.g. migration	Teaching material Multimedia equipment		May 31 2014	Finalized. Will be continued in the next school year

No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
5.	Personal and vocational development of pupils	Development of non-formal teaching through skills trainings	Organization of workshops on aptitude tests	Partnership with psycho- aptitude testing centre	Applying psycho- aptitude tests	May 1st 2014	Finalized. Will be continued in the next school year
			Theoretical training, customised in workshops	School portfolio materials	Develop a specific curriculum in the area of skills education workshops	May 15 2014	Finalized. Will be continued in the next school year
			Practical trainings held in partner organizations in order to enhance pupils' identified skills	Educational collaboration partnership Technical experts of partner organization Training materials	Identify partner institutions available to provide practical training for all defined skills areas	May 20 2014	Finalized. Will be continued in the next school year
6.	Stimulating a familiar environment, free of exposure to risks, enabling effective learning throughout schooling	Parents involvement in school's activities	Assisting pupils in making homework	Classrooms Teaching materials	Involvement of all parents in assistance activities	May 5 2014	Finalized. Will be continued in the next school year
			Filling in attitudinal intervention forms by parents	Attitudinal evaluation tools developed by school	Right attitude of all assistant parents	May 5 2014	Finalized. Will be continued in the next school year

No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
7.	Valuing creative potential of pupils	Increasing student interest to complete the practical aspect of the skill portfolios	Processing aptitude tests and using the results	Partnership with Publishing House Specific manufacturing materials used to highlight the pupils 'skills	Promoting aptitude results in the school community , as best practices	May 10 2014	Indicator "60% partner institutions identified for practical scope of skills workshops" not accomplished. The actual result is 50%.
		Increase the number of pupils who perform and register projects for Summer Camp organized in „Excellence in Education" Festival	Developing thematic projects by pupils	Office supplies  Handmade products  Manufacturing materials	Involvement of teachers in encouraging the pupils to participate with projects in the Festival	May 10 2014	Finalized. Will be continued in the next school year
		Increasing the number of voluntary actions	Planning and carrying out voluntary work	Transportation means Necessary materials, specific to voluntary actions		May 10 2014	Finalized. Will be continued in the next school year



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No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
8.	Alignment with European requirements by recognising specific competences in aeronautical field	Approval of post-secondary classes with aviation profile. Involvement of College's teachers in adult learning trainings in aviation field. Increasing the number of graduates which get employed in Italy	Development of a partnership with Romanian Aeronautical Association; Practical activities of pupils at the premises of aviation factory. Equipment of school workshop with aeronautical instrumentation.	Financial resources School development strategy Workshop facilities Testing and work equipment	Training courses held by College teachers	December 2015	Post-secondary classes have been established for the qualifications "Assembling fitter – aircraft structure" and "Aircraft mechanic"
9	Building an Institutional and educational Quality Culture, in order to provide the necessary knowledge, competencies, values and behaviours to enable integration of pupils in national and European labour market.	Convincing gymnasium graduates to enrol in our College	Dissemination of information about the college and its qualifications	School strategy regarding educational offer IT equipment office supplies Human resources	Publication of informative brochures about the College and dissemination of these brochures to gymnasium graduates.	March 2015	In progress. Will be continued in the next school year
		Applying student centred learning methods.	Adaptation of learning programs to individual learning styles and needs of students.	School strategy regarding curriculum IT equipment office supplies teaching equipment	Application of specific didactic strategies to promote and encourage group learning and diverse contexts learning	End of school year 2015	Initiated. Will be continued in the next school year

				Human resources			
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No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
10	Promotion of inter-cultural and multi-linguistic approaches – as priorities of a modern European educational enterprise.	Preparation of pupils which want to work in aeronautical field and need to know technical English language (with aviation specific)	Organising technical English classes as part of School decision curriculum.	School strategy regarding educational offer IT equipment office supplies Human resources	Extracurricular training courses – Technical (aviation) English	School year 2015-2016	In progress
			Annual participation at the event "European Language Day" (Foreign languages Department)	IT equipment office supplies Human resources	English demonstration lessons, linguistic contests	October 2014	In progress
11	Diversifying the curriculum through involvement of pupils in extracurricular activities	Extending partnerships with parents	Involvement of parents in educational and extracurricular activities	School's extracurricular offer Parents available to participate in school activities	Awareness sessions held with parents	December 2015	In progress
		Increasing awareness of pupils on the importance of waste management	Involvement of pupils in the project "Ecoattitudine", by participating to Ecology class"	Educational materials provided by the project „Ecoattitudine" Human resources	Information, education and awareness campaign for pupils	October 30 2014	In progress for the school year 2014-2015

No	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
12	Development of linguistic competences	Introduction of German as main instruction language in the school	Introduction of German as foreign study language in school's curriculum, as well as optional and extracurricular study object in this school year	Financial resources (sponsorship) Teaching materials (books, exercise books etc.)	Educational partnership developed with City Hall of Hamburg Germany and City Hall of Third District of Bucharest.	School year 2014 - 2015	A plan for optional curriculum and extracurricular lessons has been established for primary level (grades 0-4) and gymnasium level (grades 5-8). In progress for introduction in school's curriculum.
			Introduction of intensive teaching of the German language (4 hours/week)			School years 2014-2015 2015 - 2016	In progress
13	Raising awareness on environmental protection and social responsibility	Involvement of students, teachers and local community in identifying local environmental problems and finding solutions to solve them	Eco Patrol - National contest on social responsibility Energy saving Ecologic Household Model Forest Month	Recyclable materials Presentations held by pupils and teachers IT equipment	Each pupils patrol makes a model of an ecological household, using recyclable materials Participant pupils in the competition will plant trees in deforested areas in their community.	School year 2013-2014	Finalized – 3 social responsibility actions. Will be continued in the next school year with more actions





## 7. ANNEX 1. SUPPORT TABLES

**TABLE 4. FOLLOW UP SHEET FOR THE IMPROVEMENT ACTIVITIES**

School Ferdinand I Romania		IMPROVEMENT																			
		1. Personal and vocational development of pupils																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>		ADCM							
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
																75					
SUCCESS FACTORS		Involvement of School Principal, primary level teachers and a lot of volunteers										BARRIERS		None							

Note:

<sup>1</sup> *ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills*

<sup>2</sup> *SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training*

School Ferdinand I Romania		IMPROVEMENT																			
		2.Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness)																			
CHANGE ENGINE1		COMP										SCOPE2				APFO					
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation				Many / global evidences					
Result		5	10	15	20	25	30	35	40	45	5	55	60	65	70	75	80	85	90	95	10
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation				Many / global evidences					
Result		5	10	15	20	25	30	35	40	45	5	55	60	65	70	75	80	85	90	95	10
																75					
SUCCESS FACTORS		Involvement of School Principal and several volunteers										BARRIERS				None					

School Ferdinand I Romania		IMPROVEMENT																			
		3. Development of Digital competences																			
CHANGE ENGINE <sup>1</sup>		ICT										SCOPE <sup>2</sup>			ADCM						
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
														65							
SUCCESS FACTORS		Involvement of School Principal and teachers										BARRIERS			None						

School Ferdinand I Romania		IMPROVEMENT																			
		4. Learning about basic components of other cultures																			
CHANGE ENGINE <sup>1</sup>		CULT										SCOPE <sup>2</sup>			ADCM						
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
																75					
SUCCESS FACTORS		Involvement of School Principal and teachers										BARRIERS			None						

Gymnasium School "Sfanta Mucenita Filoteea" Pitesti		IMPROVEMENT																			
		1. Development of non-formal teaching through skills trainings																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>			ADCM						
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
																75					
SUCCESS FACTORS		Involvement of School's General Manager, volunteers and teachers										BARRIERS			Material resources – difficult to obtain.						



Gymnasium School "Sfanta Mucenita Filoteea" Pitesti		IMPROVEMENT																			
		2. Parents involvement in school's activities																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>		ACOM							
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation				Many / global evidences					
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation				Many / global evidences					
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
																75					
SUCCESS FACTORS		Involvement of School General Manager										BARRIERS		None							

Gymnasium School "Sfanta Mucenita Filoteea" Pitesti		IMPROVEMENT																			
		3. Valuing creative potential of pupils																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>			ADCM						
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
																75					
SUCCESS FACTORS		Involvement of School's General Manager and teachers										BARRIERS			Little support coming from local authority						

Technical College "Henry Coanda" Bucharest		IMPROVEMENT																					
		1. Alignment with European requirements by recognising specific competences in aeronautical field																					
CHANGE ENGINE <sup>1</sup>		COMP										SCOPE <sup>2</sup>					ADCM						
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																							
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																					
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences						
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100		
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																					
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences						
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100		
									40														
SUCCESS FACTORS		Involvement of College's teachers in adult learning trainings in aviation field.  Good perspective for employment in aviation field – in an Italian company										BARRIERS					The advantages are not well known, currently limited to school's graduates						

**NOTE:** The improvement action is in progress, with good perspectives. The improvement action will be re-assessed at the beginning of next school year, in order to see the actual interest of pupils.

Gymnasium School 128 Bucharest		IMPROVEMENT																			
		1. Diversifying the curriculum through involvement of pupils in extracurricular activities																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>					ADCM				
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
									40												
SUCCESS FACTORS		Action in progress										BARRIERS					Insufficient financial resources				

Gymnasium School 195 Bucharest		IMPROVEMENT																			
		1. Development of linguistic competences																			
CHANGE ENGINE <sup>1</sup>		COMP										SCOPE <sup>2</sup>		ADCM							
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
													60								
SUCCESS FACTORS		Involvement of local authority The partnership with City Hall of Hamburg Germany Support of parents High expertise of teachers										BARRIERS		Large number of pupils, due to school reputation							

Gymnasium School 195 Bucharest		IMPROVEMENT																			
		2. Raising awareness on environmental protection and social responsibility																			
CHANGE ENGINE <sup>1</sup>		CREATE										SCOPE <sup>2</sup>		ACOM							
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-significant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
													60								
SUCCESS FACTORS		Openness and involvement in many initiatives in environmental protection field										BARRIERS		None							

## 8. WORKSHOPS & MEETINGS

- FiaTest followed the Piloting Process as described in the attached document



Piloting  
Phase\_Fiatest.pdf

We have organized workshops / meetings with schools teams. See evidence in attached files (uploaded on Dropbox, due to file dimension).